

## Fairforest Elementary

3050 North Blackstock Road  
Spartanburg, South Carolina 29301

**Grades** K-5 Elementary School

**Enrollment** 554 Students

**Principal** Stephen Krawczyk 864-576-4886

**Superintendent** Dr. Darryl Owings 864-576-4212

**Board Chair** Mr. Michael Crook 864-576-4212

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	55	3	0

## IMPROVEMENT RATING

## BELOW AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Below Average	Yes

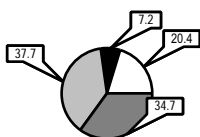
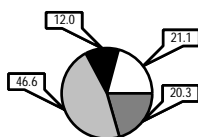
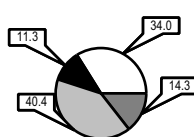
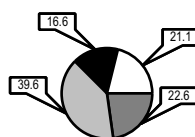
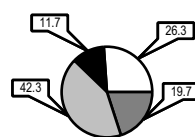
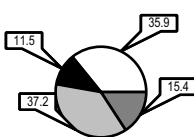
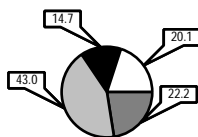
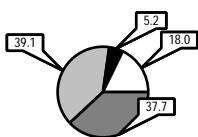
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	294	99.7	20.1	37.9	34.8	7.2	53.0	Yes	Yes
<b>Gender</b>									
Male	151	99.3	24.6	38.8	30.6	6.0	47.8	N/A	N/A
Female	143	100.0	15.4	36.9	39.2	8.5	58.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	193	99.5	14.5	39.9	38.7	6.9	57.2	Yes	Yes
African American	48	100.0	25.6	30.2	37.2	7.0	53.5	Yes	Yes
Asian/Pacific Islander	18	100.0	41.2	29.4	17.6	11.8	29.4	I/S	I/S
Hispanic	33	100.0	33.3	43.3	16.7	6.7	40.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	258	100.0	14.2	38.8	38.8	8.2	58.6	N/A	N/A
Disabled	36	97.2	62.5	31.3	6.3	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	99.7	20.1	37.9	34.8	7.2	53.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	62	100.0	35.3	41.2	21.6	2.0	33.3	Yes	Yes
Non-Limited English Proficient	232	99.6	16.4	37.1	38.0	8.5	57.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	139	100.0	29.2	37.7	29.2	3.8	43.8	Yes	Yes
Full-pay meals	155	99.4	11.2	38.1	40.3	10.4	61.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	294	100.0	20.8	46.8	20.4	12.1	49.8	Yes	Yes
<b>Gender</b>									
Male	151	100.0	25.2	42.2	18.5	14.1	49.6	N/A	N/A
Female	143	100.0	16.2	51.5	22.3	10.0	50.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	193	100.0	16.1	47.7	21.3	14.9	54.6	Yes	Yes
African American	48	100.0	32.6	41.9	18.6	7.0	44.2	Yes	Yes
Asian/Pacific Islander	18	100.0	29.4	35.3	23.5	11.8	41.2	I/S	I/S
Hispanic	33	100.0	26.7	56.7	13.3	3.3	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	258	100.0	16.4	47.4	22.4	13.8	54.7	N/A	N/A
Disabled	36	100.0	51.5	42.4	6.1	0.0	15.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	20.8	46.8	20.4	12.1	49.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	62	100.0	33.3	49.0	13.7	3.9	27.5	Yes	Yes
Non-Limited English Proficient	232	100.0	17.8	46.3	22.0	14.0	55.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	139	100.0	30.0	48.5	16.2	5.4	38.5	Yes	Yes
Full-pay meals	155	100.0	11.9	45.2	24.4	18.5	60.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	294	100.0	34.0	40.4	14.3	11.3	25.7
<b>Gender</b>							
Male	151	100.0	37.8	34.1	13.3	14.8	28.1
Female	143	100.0	30.0	46.9	15.4	7.7	23.1
<b>Racial/Ethnic Group</b>							
White	193	100.0	27.0	44.3	14.9	13.8	28.7
African American	48	100.0	44.2	41.9	11.6	2.3	14.0
Asian/Pacific Islander	18	100.0	58.8	5.9	17.6	17.6	35.3
Hispanic	33	100.0	46.7	36.7	13.3	3.3	16.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	258	100.0	28.9	41.8	16.4	12.9	29.3
Disabled	36	100.0	69.7	30.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	34.0	40.4	14.3	11.3	25.7
<b>English Proficiency</b>							
Limited English Proficient	62	100.0	54.9	35.3	7.8	2.0	9.8
Non-Limited English Proficient	232	100.0	29.0	41.6	15.9	13.6	29.4
<b>Socio-Economic Status</b>							
Subsidized meals	139	100.0	45.4	38.5	11.5	4.6	16.2
Full-pay meals	155	100.0	23.0	42.2	17.0	17.8	34.8

<b>Social Studies</b>							
All Students	294	100.0	21.1	39.6	22.6	16.6	39.2
<b>Gender</b>							
Male	151	100.0	23.0	35.6	24.4	17.0	41.5
Female	143	100.0	19.2	43.8	20.8	16.2	36.9
<b>Racial/Ethnic Group</b>							
White	193	100.0	19.0	36.2	26.4	18.4	44.8
African American	48	100.0	20.9	48.8	14.0	16.3	30.2
Asian/Pacific Islander	18	100.0	47.1	29.4	11.8	11.8	23.5
Hispanic	33	100.0	20.0	53.3	16.7	10.0	26.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	258	100.0	17.2	39.7	24.1	19.0	43.1
Disabled	36	100.0	48.5	39.4	12.1	0.0	12.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	21.1	39.6	22.6	16.6	39.2
<b>English Proficiency</b>							
Limited English Proficient	62	100.0	31.4	47.1	19.6	2.0	21.6
Non-Limited English Proficient	232	100.0	18.7	37.9	23.4	20.1	43.5
<b>Socio-Economic Status</b>							
Subsidized meals	139	100.0	26.9	42.3	22.3	8.5	30.8
Full-pay meals	155	100.0	15.6	37.0	23.0	24.4	47.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	80	100.0	17.1	24.3	48.6	10.0	58.6
	4	102	99.0	18.3	41.9	35.5	4.3	39.8
	5	87	100.0	19.5	54.5	26.0	0.0	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	99.0	15.5	22.6	47.6	14.3	61.9
	4	89	100.0	25.6	41.5	29.3	3.7	32.9
	5	109	100.0	19.4	48.0	28.6	4.1	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	80	100.0	18.6	57.1	15.7	8.6	24.3
	4	102	99.0	19.4	40.9	26.9	12.9	39.8
	5	87	100.0	18.2	54.5	18.2	9.1	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	16.5	52.9	22.4	8.2	30.6
	4	89	100.0	26.8	40.2	24.4	8.5	32.9
	5	109	100.0	19.4	46.9	15.3	18.4	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	80	100.0	30.0	44.3	20.0	5.7	25.7
	4	102	99.0	33.3	36.6	16.1	14.0	30.1
	5	87	100.0	41.6	28.6	16.9	13.0	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	41.2	35.3	20.0	3.5	23.5
	4	89	100.0	34.1	45.1	13.4	7.3	20.7
	5	109	100.0	27.6	40.8	10.2	21.4	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	80	100.0	12.9	62.9	15.7	8.6	24.3
	4	102	99.0	14.0	46.2	21.5	18.3	39.8
	5	87	100.0	35.1	44.2	9.1	11.7	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	16.5	34.1	34.1	15.3	49.4
	4	89	100.0	14.6	47.6	19.5	18.3	37.8
	5	109	100.0	30.6	37.8	15.3	16.3	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 554)</b>				
First graders who attended full-day kindergarten	97.8%	Up from 97.4%	100.0%	100.0%
Retention rate	2.1%	Down from 2.8%	2.7%	2.8%
Attendance rate	96.7%	Down from 96.8%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.2%	0.0%	0.0%
Eligible for gifted and talented	16.7%	Down from 17.9%	11.8%	10.4%
On academic plans	33.5%	N/AV	34.3%	33.6%
On academic probation	20.8%	N/AV	1.1%	1.0%
With disabilities other than speech	6.4%	Up from 5.3%	8.4%	7.5%
Older than usual for grade	0.0%	No change	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	65.7%	Down from 66.7%	54.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.4%	N/A	0.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 87.7%	88.5%	87.3%
Teacher attendance rate	95.1%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$43,710	Up 0.4%	\$42,916	\$42,485
Prof. development days/teacher	14.0 days	Up from 12.1 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.7 to 1	18.8 to 1	18.6 to 1
Prime instructional time	91.3%	Down from 92.9%	89.7%	89.7%
Dollars spent per pupil*	\$5,705	Down 0.2%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	68.5%	Down from 69.0%	63.8%	64.0%
Percent of expenditures for instruction*	72.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Down from 98.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	8.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Fairforest Elementary, a South Carolina Red Carpet School, exemplifies the feel of The Little Red Schoolhouse, where children are always the top priority. The many volunteers who spend countless hours supporting our students academically, socially, and financially enrich our school atmosphere. We realize our volunteers are a vital part of our school environment and thank them for their tremendous efforts!

Our teachers realize that the academic success of the students is dependent upon them.

As such, the school improvement plan, district expectations, and state standards help focus our planning and instruction. Based on the needs indicated in our improvement plan, we implemented a new writing program. The staff has received comprehensive, ongoing professional development throughout this year and is committed to continuing that training next year.

One area that is presenting a challenge for our school is the increasing enrollment and changing demographics of our school. Our enrollment has grown to 580 students, 150 of whom are English Speakers of Other Languages (ESOL). Efforts to address the needs of our ESOL students include initiating a multicultural summer reading program, expanding the level of student involvement in our International Day activities, adding computer software geared toward language development, and adding additional ESOL staff.

At Fairforest, we appreciate the support of the District Six Board of Trustees and the District Six administration, which support our school by providing the necessary resources to provide high quality educational programs in a safe, well-maintained facility.

Stephen Krawczyk, Principal  
Lori Whitlock, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	94	86
Percent satisfied with learning environment	100.0%	89.2%	90.7%
Percent satisfied with social and physical environment	97.2%	94.6%	90.7%
Percent satisfied with school-home relations	91.4%	94.7%	94.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.